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ABSTRACT

The study reviewed the application of General Education Development (GED) and Specific Vocational Preparation (SVP) data (as categorized by the "Dictionary of Occupational Titles"--DOT) to educational institutions, manpower agencies, and private foundations in curriculum development, area planning, management information systems, and career counseling and guidance activities. Additionally, the study reviewed the military agencies to determine any possible uses of the DOT and/or its worker trait components, including the GED and SVP. The results follow: There is no published evidence of any systematic and comprehensive use of GED and SVP data in curricula development, area planning, management information systems, or career counseling and guidance by any educational institutions; however, GED and SVP data can be effectively and efficiently utilized in all these areas with some knowledge and expertise of their limitations; disseminated occupational data from the U.S. Department of Labor should be more effectively utilized by educational institutions, especially since the Federal role in developing and disseminating this information provides a high degree of objectivity and acceptability for local uses in area planning; and, finally, the major limitations to using GED and SVP data are the lack of knowledge and understanding of the DOT and its worker-trait information. (BM)

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USE OF SPECIAL VOCATIONAL PREPARATION AND GENERAL EDUCATION DEVELOPMENT JOB DATA BY INSTRUCTIONAL INSTITUTIONS

A Final Report

Presented to

California Community Colleges

Chancellor's Office

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Dr. William H. Lawson

May, 1976

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CHAPTER I

INTRODUCTION

There is a continuing, growing need for more precise information concerning the occupations that exist in the local labor market. This information needs to deal not only with the number of jobs that are available, but the specific hiring standards for these jobs. What are the technical competencies, the school levels, and attitudinal requirements of jobs? What are the required job elements or tasks? Most importantly, where can these skills, competencies or attitudes be learned or shaped to successfully perform these tasks? What is the role of formal education in a person acquiring the ability to perform these tasks? Are there certain core job tasks that exist in a number of related or cluster of jobs? What is the educational content and training time required for students to learn these core tasks to be qualified for a cluster of jobs? All of these questions require certain additional information be available to educators, planners, and any decision maker concerned with manpower, education, and training.

There has existed since the 1940s a Federal inventory of jobs. The United States Employment Service in the Manpower Administration of the U. S. Department of Labor has current responsibility for the continuing development and maintenance of this inventory called the Dictionary of Occupational Titles (D.O.T.). Part of the D.O.T. system concerns itself with worker traits components including education development and training times for each of the approximate 25,000 occupations listed in the system. In particular, the General Education Development (G.E.D.) and the Specific Vocational Preparation (S.V.P.) data refers to the education level and training requirements for each listed occupation. This GED and SVP data has been available for many years.

Statement of Problem: Can the GED and SVP data of the DOT system be feasibly used by educational institutions to improve the level of occupational relevancy and competencies of their students? This involves the specific problems of planners, administrators, counselors, and other manpower decision makers using this type of data.

Scope of Report: Specifically, the study addressed itself to the review of the literature and methodology concerning the uses of SVP and GED data by DOT occupation by educational institutions. The emphasis is on using SVP and GED data for articulation in linking schools and/or colleges with other agencies performing manpower training or area planning activities. For example, the newly developing Regional, Adult and Vocational Education (RAVE) Councils required by AB 1821 and the California Manpower Management Information System (CMMIS) require this type of linkage.

Limitations: No attempt was made in the study to question or revise the approach used in gathering the GED and SVP data in the DOT system. This part of the methodology was accepted, since it has been in use for many years and was not considered with the perview of the researcher to consider in this study. Also, no attempt was made to determine what the private sector uses of GED and SVP data have been made in terms of private employer training.

Definition of Terms:

Dictionary of Occupational Titles (DOT) - This is a job inventory list involving the majority of occupations in the American economy. The dictionary was originally published in 1939 and provides a classification structure under which occupations are arranged according to their interrelationship. The standardization of job titles, along with the definition of what each job involves, provides a unique operating tool for counselors, educators, the personnel world, and employers at

large. The dictionary also provides a definitive basis for the development of statistical tools and occupations, necessary for the implementation of manpower programs. There are two basic volumes to the dictionary and several supplemental publications. In Volume I, individual jobs are defined, and in Volume II, occupational categories division groups are arranged by job title and code.

Worker Trait Components: Those abilities, personal traits and individual characteristics required of a worker in order to achieve average successful job performance. The Dictionary of Occupational Titles (DOT) in Volumes I and II presents occupational information based in part on an analysis of required worker traits in terms of six distinct worker trait components:

I - Training time (general education development, specific vocational preparation

II - Aptitudes

III - Interest

IV - Temperaments

V - Physical demands

VI - Working conditions

General Education Development (GED): This embraces those aspects of formal and informal education which contribute to the worker's (a) reasoning development and ability to follow instructions, and (b) acquisition of tool "knowledges", such as language and mathematical skills. It is education of a general nature which does not have a recognized fairly specific occupational objective. Ordinarily, such education is obtained in elementary school, high school or college. It also derives from experience and individual study.

Specific Vocational Preparation (SVP): The amount of time required to learn the techniques, acquire information, and develop the facility needed for average

performance in a specific job-worker situation. This training may be acquired in a school, work, military, institutional, or avocational environment. It does not include orientation training required of even every fully qualified worker to become accustomed to the special conditions of any new job. Specific vocational training includes training given in any of the following circumstances:

(a) Vocational education (such as high school, commercial, shop training, technical school, art school, and that part of college training which is organized around a specific vocational objective);

(b) Apprenticeship training (for apprenticeable jobs only);

(c) In-plant training (given by an employer in the form of organized classroom study;

(d) On-the-job training (serving as learner or trainee on the job under the instruction of a qualified worker);

(e) Essential experience in other jobs (serving in less responsible jobs which lead to the higher grade job or serving in other jobs which qualify).

CHAPTER II

REVIEW OF LITERATURE AND FIELD RESEARCH

A review of the current methodology concerning the uses of GED and SVP data for educational and manpower activities was conducted primarily in the Washington, D. C. metropolitan area and in Southern California. The Bibliography provides a list of pertinent literature reviewed and studied during the project.

The appropriate ERIC clearinghouses, including the former ARM and AIM systems at Ohio State University, were searched for appropriate literature on the study topic. In additional, the National Technical Information Service (NTIS) was personally visted by the author and a search was made of their files for information. A search was made of the doctoral dissertations and of recent government publications, particularly form the U. S. Department of Labor and the United States Department of Health, Education and Welfare. Current grants and contacts not listed under NTIS were surveyed directly with Federal and State personnel. Finally, a search of recent and current projects of the Ford Foundation, Rockefeller Brothers Foundation, Exxon Foundation and Upjohn Institute were made.

The conclusion reached in the literature and field interviews is that there has been no use made of GED/SVP data for curriculum planning, area planning, career counseling or manpower management information systems. There have been other uses made of the DOT worker trait information, particularly by the Appalachia Educational Laboratory, U. S. Army, U. S. Navy and several other groups. In addition, the United States Employment Service does use the GED and SVP data in its placement activities in the local field offices.

CHAPTER III

APPLICATION OF GED AND SVP DATA IN EDUCATIONAL AND MANPOWER ACTIVITIES

The review of the literature and field research indicated the clear possibility that GED and SVP data could effectively and practically be used at a local level by an educational institution. In particular, this author was concerned with its application to a multi-college community college district and their involvement in area planning with high school, county, and regional occupational program activities.

Limitation of GED and SVP data: It is necessary to understand the GED and SVP data limitations before successful application of it can occur. The limitations on GED data are:

(1) There are general statements prepared for "1" through "6" GED levels for each GED component of "reasoning", "mathematics", or "language". These statements help identify the level of this particular degree of development. The difficulty is the general statement can be interpreted by an uninformed person in an inconsistent manner or at least not in the same manner that was used to determine the specific GED level for the job being considered.

(2) It is difficult to take the general statement and apply it to specific course outcomes because of its general nature. For example, the GED level 4 for mathematic development states, "perform ordinary arithmetic, algebraic and geometric procedures in standard practical applications". There are at least three or more courses in basic arithmetic, algebra, and geometry that are required to achieve fully this general statement. All three of these courses could be offered at the elementary, high school, or college levels. The key to that statement lies in the ability to apply these "ordinary arithmetic, algebraic and geometric procedures" in standard, practical applications.

(3) There are individual GED levels for reasoning, mathematical and language development. Often a single GED level is listed for an occupation. This composite GED level can lead to difficulties. For example, the Farm Equipment Operator job in

Agriculture has a composite average GED of level 3. Its GED components are: reasoning development - level 3; mathematic development - level 1, language development - level 1. In this case, the Federal DOT job analyst determined the reasoning development level of 3 was the most critical of the GED components and, therefore, the composite GED level should be 3. This is normally the case in all single level GED averages that the highest GED component level determines the composite GED.

The limitations of SVP data are:

(1) The SVP levels range from 1 through 9 and indicate the time required for persons to acquire sufficient training so they can develop the facility needed for average performance in the specific job. This time could range from a short demonstration only lasting a day or two, going up through SVP level 9 of over ten years of specific vocational preparation. However, the difficulty is in determining the amount of training required or accumulated by an individual because it may fit a formal situation, such as school, military, institutional, or employer in-plant training program or an informal situation, such as on-the-job training, or hobby time.

(2) The SVP level indicates the amount of time for a person to provide average performance after they have had the orientation required for even a fully qualified worker to become accustomed to special conditions of a new job. The difficulty is in determining the average performance and when orientation training begins and ends. To offset these SVP difficulties, the levels from 1 to 9 do provide ranges, e.g., SVP level 4 is over three months up to and including six months, SVP level 5 is over six months up to and including one year, etc. The difficulty and question becomes how do we determine which SVP level should apply to, say, a community college and those that should apply to a ROP, high school, or adult education program.

The study resulted in attempts to utilize GED and SVP data in the Ventura County Community College District. The author's attempts to use this data were based upon his knowledge of GED and SVP and its possible applications.

CURRICULUM DEVELOPMENT AND PLANNING APPLICATIONS

One of the colleges of the district, Moorpark College, was interested in developing a program in Exotic Animal Training and Management (EATM). Questions were raised as to the demand and supply, as well as the education and training requirements for the jobs in this labor market field. The State Department of Human Resources Development prepared a letter outlining the occupations by DOT category for this field. (See Appendix A.) A DOT classification number was used in assigning the proper GED and SVP levels to those EATM occupations. It was judged that the animal keeper job title (DOT #356.13) with a GED level of 4 and SVP of 7 was the only appropriate occupation for a community college level. The basis for this judgment was that a composite GED level of 4 includes the reasoning, mathematical and language development components that could be anticipated for a one or two-year student in a regular community college program. Also, the animal keeper job has an SVP level of 7 requiring over two years and up to and including four years of experience or training. An SVP level of 6 would be the minimum level appropriate for a regular level program. However, lower GED and SVP levels may be appropriate for a community college where special needs of students must be met, e.g., disabled and disadvantaged students.

Similar use was made of GED and SVP data in analyzing the development of a second college pre-service occupational Early Childhood Education (ECE) program in our multi-college district. The results of the analysis indicated the job market was saturated and that many of the lower level early childhood education positions were at GED levels of 3 or less and SVP levels of 3 or less. Therefore, the second occupational ECE is not being developed.

Recently the Chancellor's Office revised its Form CCC-EP-1 as of February 1976 entitled Application for Approval of New Education Program. (See Appendix A.) The author suggested there be included in the Program Description category the major DOT numbers. (See Appendix A.) This did occur on the form in Section II-B. This will now permit the GED and SVP data to be tied to the major DOT numbers. The Chancellor's Office now, if it desires, can apply GED and SVP criteria in helping determine if proposed education programs or courses are college level and require an AA/AS degree, certificate or course status. In addition, the Ventura County Community College District requires on its OI Form 20 - Course Approval Form - this same information on major DOT numbers. (See Appendix A.) This again permits the use of GED/SVP data.

AREA PLANNING APPLICATION

The passage and implementation of AB 1821 establishing Regional Area Vocational Education (RAVE) Councils requires area planning. Based on this study and the importance of having appropriate information for the purpose of area planning, the author contacted the Chancellor's Office and suggested the GED and SVP data be used in the new regulations for AB 1821. (See Appendix B.) The state-wide director of the California Manpower Management Information System (CMMIS) was contacted. After joint discussion, his proposed manpower data requirements for the AB 1821 regulations to avoid "unnecessary duplication of courses" were supported and suggested by the District Superintendent. (See Appendix B.) The information that was incorporated into the regulations again permits the use of GED and SVP data by the local RAVE councils. The Ventura County RAVE Council is not yet established at this time. However, every attempt will be made to incorporate in its first year of operation a criteria that includes the use of GED and SVP data for determining course and program assignment to high schools, ROP, adult education and/or community colleges.

CALIFORNIA MANPOWER MANAGEMENT INFORMATION SYSTEM (CMMIS) APPLICATION

The state-wide CMMIS director, the author, and other developers of the California Manpower Management Information System over the past several years, have discussed the incorporation of the composite GED level and its three components plus SVP data into a new cross-coding table that includes DOT and USOE occupational classification codes. (See Appendix C.) This has occurred and is a major breakthrough since it will now permit the local vocational practitioner to relate the USOE six-digit classification number with the DOT nine-digit classification number, GED levels, SVP level, and other worker trait information. In addition, it ties the USOE and DOT job codes directly to the CMMIS Industry-Occupational Matrix line number that provides the projected job market demand information. Also, as indicated earlier, the development of hiring standard criteria using GED and SVP data is now being actively worked upon in the continuing development of CMMIS. It particularly will pertain to Component A - Manpower Demand - under Section 3.0 Hiring Standards. (See Appendix C.) It is hoped that within the next year there will be a way of including GED and SVP data with core or primary tasks for each projected occupation. This will be another major breakthrough to be able to tie specific tasks to DOT and USOE occupational data.

CAREER COUNSELING AND GUIDANCE

There was insufficient time to implement the use of GED and SVP data into the career counseling and guidance systems in the colleges of the district. However, the feasibility of doing this is definitely there and can be done in several different manners. First, it is possible to relate in a general way the GED levels to specific course content. The U. S. Department of Labor publication entitled Relating General Education Development to Career Planning provides for this type of development. There is now a plan where in 1976-77 a pilot attempt will be made to equate selected courses

to the GED levels as defined. It is hoped that within one to two years that initial career counselors will have available to them a print-out that will indicate the GED level for these selected courses. The expanded Student Accountability Model (SAM) project is being developed in the district so GED and SVP information can be incorporated for each course. Phase III of the district's SAM project development provides for this merger and articulation with CMMIS data.

Also, the new U. S. Department of Labor Basic Occupational Literacy Test (BOLT) can be equated to GED. The Ventura County ROP has been recently designated as the first official county tester. It will determine if it is feasible to use this test for identifying the GED levels of students. If this is possible, then a student's abilities can be linked directly with specific DOT occupations. Finally, fall semester in-service workshops are scheduled to acquaint all counselors as well as most staff with the relationships and uses of manpower information, including GED and SVP data. The district's participation in the Chancellor's Office career counseling projects of "Supermarket Career" consortium and SIGI will be included in these workshops.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study has reviewed in detail the application of GED and SVP data to educational institutions and manpower agencies in curriculum development, area planning, management information systems, and career counseling and guidance activities. Additionally, the study reviewed the military agencies to determine any possible uses of DOT and/or its worker trait components, including the GED and SVP. Finally, private foundations or similar non-profit organizations were reviewed for determining their use of this information in their education and manpower activities.

CONCLUSIONS

The results of the study are:

(1) There is no published evidence of any systematic and comprehensive use of GED and SVP data in cirrucula development, area planning, management information systems or career counseling and guidance by any educational institutions in the United States.

(2) The GED and SVP data can be effectively and efficiently utilized in curriculum development, area planning, manpower information systems, and career counseling and guidance.

(3) The use of GED and SVP data requires some knowledge and expertise of its limitations before it can be used effectively by decision makers. It is not designed to provide absolute criteria for the education, development, and training time required for specific occupations. It provides an indicator of normal requirements for a typical job in a typical environment.

(4) The U. S. Department of Labor continues to be committed to the maintenance, development and dissemination of this occupational data for the foreseeable future. Therefore, it is a dependable source of job information that should be more effectively utilized by educational institutions.

(5) The Federal role in developing and disseminating this information provides a high degree of objectivity and acceptability for local uses in area planning. It can be compared to the Consumer Price Index, the unemployment statistics, and many other Federal indices provided and used by decision makers.

(6) Major limitations to using this GED and SVP data are the lack of knowledge and understanding of the DOT and its worker-trait information. This lack of sophistication and knowledge on the part of vocational practitioners must be minimized before there will be extensive and productive use of it.

RECOMMENDATIONS

The author makes these recommendations as a result of the study:

(1) The GED and SVP data, as well as the DOT and worker-trait component information, should now be required on all appropriate forms and reports submitted to the Chancellor's Office. There should probably be a three to five-year phase-in period in which the forms and reports are revised and the vocational practitioners in the state are oriented to the new requirements.

(2) The best vehicle for implementing the GED and SVP data is through the developing California Manpower Management Information System. It can be incorporated into its various components and dissemination program.

(3) The RAVE councils should be required, as soon as there is sufficient data, to use GED and SVP data as a major criteria in determining "unnecessary duplication" of courses and programs between educational agencies. A criteria for identifying the GED and SVP levels and their relationship to high school, ROP, adult education, and community college courses and programs should be developed on a pilot basis and reviewed by state-wide groups before final implementation into all state RAVE councils.

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DEPARTMENT OF HUMAN RESOURCES DEVELOPMENT
1525 S. Broadway
Los Angeles, Ca. 90015

REFER TO:

December 16, 1974

Dr. William H. Lawson
336 Calle Higuera
Camarillo, Ca. 93010

Dr. Dr. Lawson:

This is to summarize the findings that I reported to you on the telephone.

In 1970 there were approximately 8,100 individuals employed in animal care occupations in California. This number had increased to nearly 8,200 in 1972, and it is anticipated that in 1975 there will be about 8,300 employed in the related occupations of -

	DOT*	GED	SVP
Animal Caretaker (agri., med. serv.)	356.374	3	5
Animal Keeper (amuse. & rec.)	356.13	4	7
Aquarist (amuse. & rec.)	356.374	3	4
Dog Groomer (per. serv.)	356.674	3	4
Dog Pound Att. (agri.)	356.674	2	2
General Helper, Laboratory (drug prep. & rel. prod.)	356.374	2	3
Horse Pusher (agric.) *	356.674	2	2
Kennelman (any ind.)	356.674	2	3
Stableman (any ind.)	356.674	2	2
Veterinary-Hospital Att. (med. serv.)	356.374	3	3

Industrial expansion should account for approximately 40 new jobs between 1972 and 1975. 875 additional job opportunities are anticipated for replacement needs. Comparable figures for the Los Angeles SMSA are - 1970, 1,700; 1972, 1,800; 1975, 1,780; no job expansion and 190 for replacement needs.

Although it is not possible to isolate caretakers of exotic animals, approximately 15% of these numbers could be assigned to their activity.

Yours very truly,

Jean D. Rappaport

Jean D. Rappaport
Occupational Information Specialist

* feeds, waters, and otherwise tends horses en route by train

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

DISTRICT ADMINISTRATION CENTER

71 DAY ROAD VENTURA, CALIFORNIA 93003 (805) 642-0161

October 15, 1975

Dr. Clarence W. Mangum
Assistant Chancellor,
Educational Facilities Planning
1738 S Street
Sacramento, CA 95814

Dear Dr. Mangum:

Thank you for the time you took from your busy schedule to meet with us yesterday. I am pleased at your suggestion to have the opportunity to provide you suggestions on the proposed Application for Approval of New Educational Programs form. These suggestions are:

1) Section II-C should include space for the several major Dictionary of Occupational Titles (DOT) classification numbers. (See Exhibit A). These numbers will specifically pinpoint the occupation(s) for which the training is being provided by the program. As we discussed, a CID number and USOE number indicates a program that may provide training for a number of different specific occupations. For example: CID # 0502 - (USOE #1401) Accounting Program may provide training for Information Clerk (DOT #210.368), Account Clerk (DOT #219.488), Accounts Receivable Bookkeeper (DOT #210.388), etc. These are appropriate for a community college certificate or degree program. However CID #0502 is also appropriate for bachelor level program for Accountant (DOT #160.188), Account Clerk Analyst (DOT #160.288), etc. Therefore DOT information can be helpful in differentiating between lower division and upper division level college instruction. This is of special interest to the Commission on Post Secondary Education. Also the use of DOT numbers would permit identification of DOT Worker Trait information particularly concerning General Education Development (GED) and Special Vocational Preparation (SVP) time. (See Exhibit B). GED and SVP are a valuable tool we are not currently using in the colleges to determine whether the training for industry requires one or two courses, certificate, or degree program and what level of education should do the training.

The source of information on DOT's are already available. It is in the USDHEW: OE-Handbook of Vocational Education and Occupations and in the USDL: MA-Dictionary of Occupational Titles Volumes I and II. These planning documents and occupational classification data should become common knowledge for the local educational planner and practioner. Also the developing California Manpower Management Information System (CMMIS) program's demand projections and its other components are based on DOT data. CMMIS is being required in AB 1832 for planning purposes. It makes a great deal of sense to revise your form requiring DOT data.

2) I have made other suggestions on the form on Items II-D, II-E, III-D, and IV-B.

We feel this revised application form can become a major planning tool for our District and for the State as a whole. Thank you again for this opportunity and the courtesy of you and your staff during our visit. If I can provide you with any further information on this, please let me know.

Sincerely,

Bill

Dr. William H. Lawson
Assistant to the Superintendent

meg

cc: Dr. Loehr
Dr. Morris

bcc: Deans of Vocational Education
Deans of Instruction

APPLICATION FOR APPROVAL OF NEW EDUCATIONAL PROGRAMS

SPEC

I. District Name of College

Requested by: Title:

Phone number:

II. Program Descriptive Material:

A. Program name:

B. To be offered in division or department of:

C. CID #: USOE# (for occupational programs):

Major DOT #: _____

D. Program goals: (Check as many as appropriate)

☐ AA or AS Degree ☐ Transfer ☐ Special Education

☐ Occ. Placement ☐ Certificate (Units Req'd ____)

☐ Skill Training ☐ Skill Upgrading ☐ License Preparatio

If program requires approval of licensure board, supply evidence of compliance.

E. Will VEA funds be used? ____

Part A ____ D ____ H ____

B ____ E ____ other ____

C ____ G ____

Does Program conform to State Vocational Education Plan? ____

F. Date Program will be initiated: _____

III. Objectives of Program:

A. Stated Purpose of Program, include catalog description:

B. What are the objectives of the proposed program?

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
1238 S STREET
SACRAMENTO, CALIFORNIA 95814

NEW CREDIT COURSE
(not a part of an existing program)
APPLICATION FOR APPROVAL

Date of Application:

District: College:

Contact Person: Phone Number:
Title:

I Name of course: For Occupational Courses
CID No. _____ USOE # _____ DOT # _____
Units _____ Hrs/Wk Lec. _____ Hrs/Wk Lab. _____
Prerequisites:

Catalog Description:

II Course Objectives:

III Goals of Course:
- ☐ AA or AS Degree
- ☐ Transfer
- ☐ Occupational Placement
- ☐ License Preparation
- ☐ Skill Upgrading
- ☐ Other:

IV. Is course likely to lead to future program? yes ☐ no ☐ uncertain ☐

V What evidence of need exists for the proposed course?

VI Attach Course Outline

VII Has articulation or planning with neighboring institutions taken place? yes ☐ no ☐
If yes, briefly describe:

_____
Superintendent/Chancellor
for the Board of Trustees

CCC-EP-1A (2/76)

_____
Date

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
1238 S STREET
SACRAMENTO, CALIFORNIA 95814

APPLICATION FOR APPROVAL OF NEW EDUCATION PROGRAM
(to be submitted in duplicate)

I. District: Name of College:
Contact Person: Title:
Phone Number: Date of Application:

II. Program Descriptive Material:

A. Program Name:

B. CID#: FOR OCCUPATIONAL PROGRAMS: USOE# _____
Major DOT Nos. _____

C. Program goals (mark all applicable boxes):

☐ AA or AS Degree ☐ Transfer ☐ Special Education (Handicapped)
☐ Occ. Employment ☐ Certificate (Units Req'd ____) ☐ Other (explain)
☐ Entry Skill Training ☐ Skill Upgrading ☐ License Preparation

D. If program requires approval of licensure board, supply evidence of compliance.

E. Date Program will be initiated if approved: _____

III. Objectives of Program:

A. What are the objectives of the proposed program? (Append extra pages as necessary)

B. If program has not appeared in Academic Master Plan, explain reasons for proposing it at this time.

C. Courses Included in Program:

1. Attach list of all courses in the proposed program, including an expected sequence or learning pattern (such as the recommended course sequence from the catalog). Give title, course number, units and hours per week (lecture and laboratory). Indicate new courses to be included in the program.

2. Attach course descriptions for new courses.

IV. Establishment of Need:

How has the college established need for the proposed program? Report on one or more of the following as appropriate. Respond to as many as possible.

A. Report interdistrict attendance agreements, actions and comments of area or regional councils, inter- or intra-district advisory groups, advisory committees, or similar bodies testifying to the need for the program. Attach minutes of appropriate meetings.

B. Show summary results of job market analysis, surveys or other evidence of employment possibilities for graduates of the proposed program.

C. What are the indications of student interest in the proposed program, and how were they determined? (particularly appropriate to non-occupational programs)

D. Describe service to other disciplines which this proposed program will provide.

V. Estimated enrollment:

A. Estimate initial enrollment. What changes in the initial enrollment are anticipated as this program becomes fully operational?

B. Will this program have a significant effect on existing enrollments? If so, explain.

VI. Articulation:

A. What articulation provisions have been made or are in process with other educational institutions?

B. What related programs, if any, already exist at your college?

C. What programs with similar objectives are offered or are planned at other regional schools and colleges?

VII. Capital Outlay Program:

A. Will this proposed program require any additional facility or major equipment outlays (also consider effect on library or learning resource center)?

B. Have these needs been identified in the facility master plan? If so, in what manner?

C. What sources of income will be used to cover the above costs?

- ☐ State Bonds
- ☐ Available Local Bond Funds
- ☐ Permissive Tax (Const. Act)
- ☐ State/Local Operations
- ☐ Federal
- ☐ Other (describe)

VIII. Staff:

Will additional staff be required for this program to become fully operational? (if yes, specify)

IX. Evaluation:

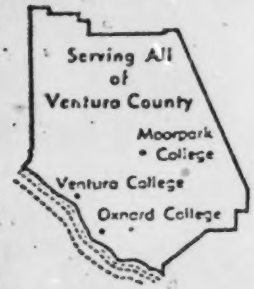
What plans does the college have for periodic evaluation of this program, e.g., COPES, SAM, enrollment data, Transfer Student Success Rate, placement-followup?

X. Certification of compliance with Title 5:

On _____ the Board of Trustees of _____ District approved the above education program and by my signature I certify that all provisions and conditions of Article 2 of Title 5, Section 55137(b) and of Article 3 of Title 5, commencing with Section 55140 have been considered, and that all factors, taken as a whole, support establishment and maintenance of the proposed educational program.

_____
Superintendent/Chancellor

_____
Date



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

DISTRICT ADMINISTRATION CENTER

71 DAY ROAD VENTURA, CALIFORNIA 93003 (805) 642-0161

December 15, 1975

Mr. Albert E. Metzler, Specialist
Industrial Education
California Community Colleges
1238 S Street
Sacramento, CA 95814

Dear Al:

It was a real pleasure talking with you this morning concerning the potential use of the California Manpower Management Information System (CMMIS) and the General Education Development (GED) and Special Vocational Preparation (SVP) worker trait factors from DOT for use in implementation of AB 1821. Attached are background materials that describe particularly GED/SVP aspects of our discussion.

It was apparent to me during my summer's sabbatical research work in using GED/SVP, that it has real applications for cooperative area planning that AB 1821 is mandating. It is an "indicator" of the work standards that a specified DOT occupation requires for satisfactory performance. Thus it directly relates to the course or program content. however, as we all know there are often some exceptions mostly because of local conditions in using specific GED/SVP ratings for a given occupation. This means GED/SVP can not be an "absolute numbering" system for including or excluding community colleges, high schools, ROPS, adult schools or CETA programs from providing the instruction.

The use of GED/SVP leads directly to the newly developed cross referencing tables prepared by Ms. Odessa Dubinsky of EDD and Mr. John Van Zant of the Ventura County Superintendent of Schools with the assistance of Dennis Bean. These USOE/DOT/1970 Census Code Tables include GED/SVP for each given USOE/DOT combination. (see enclosures) This means that a course or program being discussed by a AB 1821 Council should first determine what is the DOT occupation involved. Thus the use of these tables and the GED/SVP can indicate whether it is clearly a community college level course or program. I have included an example of a recent analysis we are doing in Moorpark College's Exotic Animal Management program that shows a potential use of GED/SVP analysis.

The use of CMMISP, GED/SVP in the new AB 1821 procedures will greatly enhance the ability of the councils to do objective cooperative area planning. I would like to be of any assistance to you that I can in this activity. I look forward to talking with you.

Sincerely,

Bill

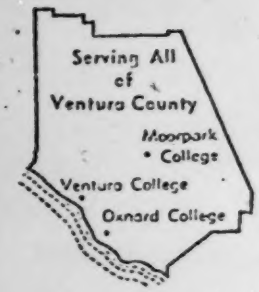
Dr. William H. Lawson
Assistant to the Superintendent

cc: Dr. Loehr
B. Morris
C. McIntyre

bcc: D. Bean
O. Dubinsky
A. Smith
J. Van Zant

meg

Encs.



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

DISTRICT ADMINISTRATION CENTER

71 DAY ROAD VENTURA, CALIFORNIA 93003 (805) 642-0161

February 11, 1976

Dr. Sidney Brossman
California Community Colleges
1238 S Street
Sacramento, CA 95814

Dear Sid:

This is a follow-up to my letter of February 6 concerning the AB 1821 regulations and the use of the California Manpower Management Information System (CMMIS), as a common data base. I understand that CMMIS is not fully supported by local districts. A major concern is district autonomy and there is a lack of understanding of CMMIS and its benefits. Enclosed are suggestions for revising the AB 1821 regulations that would incorporate into the regulations the use of data that the CMMIS could provide. These suggestions were initiated by Mr. John Van Zant, Director of the joint CMMIS project for the state. We fully support him.

In our opinion, it is critical if we are to have a state-wide system and to bring some coordination and planning about on a regional and state-wide basis, that we have to have this common data base. Please let us know your position on our recommendations and if we can be of any further assistance to you or your staff on this matter.

Sincerely,

Ray

Dr. Ray E. Loehr
Superintendent

REL/WHL/meg

enc.

cc: W. Lawson
L. Baldwin
C. McIntyre

RECEIVED
FEB 13 1976
SUPERINTENDENT
VCCCD

Notes on Suggested Changes for Chapter 13 Regional Adult & Vocational Education Councils -- from the CMIS perspective

Section 11613 - Consideration

3rd Sentence - Agree with removing reference to Standard Metropolitan Statistical Area Base.

1. Suggested Changes:
   (1) Collect meaningful population data (demographic & socioeconomic characteristics), Manpower Supply Data, and Manpower Demand Data.
   (2) Eliminate statement
   (3) Change to #2
   (4) Change to #3

   (b) The proposal for formation shall address:
      (1) ...maximize accessability to educational programs, and known labor market areas. (where people were compared to where they live);-
      (2) ...courses and programs offered and economic characteristics; and (3)...

Section 11621 - Review and Approval of Courses and Programs

2. Suggested Changes: (a) 2nd Sentence - delete and add:

   The format by which new courses and programs are to be presented to the council is to be established by the superintendent and chancellor.

   The council program or course review process will include a validation of standards established by the superintendent and chancellor respectively.

Section 11622 - Criteria for Review of Courses

3. Suggested Changes:
   (a) Last sentence - change to read:

   Each council shall include in its review an analysis of Manpower Supply and Demand Data, Population Data as well as other appropriate data to make its determinations.

   (b) Existing Agencies or Programs; add to:
      (1) ...cannot meet the needs of all students or employers requiring such services.
      (2) ...program is opened to adults, secondary school students or ROC/P students for the first time and draws students from existing approved courses or programs, without mutual agreement, under Education Code Section 45026.

Section 11625 - Delineation of Function Agreements

4. Suggested Change - (b) change to read:

Each council shall collect and submit in a format established by the superintendent and chancellor, pursuant to Education Code Section 6268.8,...

Section 11626 - Short term Plans for Vocational and Continuing Education

4. Suggested Changes

1st Sentence

...on or before June 30 of each year. add new sentence; to read:

The plan is to be developed and distributed to the appropriate agencies as specified in Education Code Section 6268.11.

(a) The plan shall contain:

(1) The current program (by courses) unduplicated program enrollments, and services.

(2) A one-year projection of programs, courses and services.

(3) A five-year projection of programs, courses, and services which shall utilize the current programs, courses and service levels as the data base.

(b) (3) (A) (I) Vocational Programs shall be listed by U.S.O.E. program titles and code numbers.

(II) 2nd Sentence: Secondary School and Adult School courses shall be listed by California Course Code (October Report Codes)

(b) (3) (C) A list of priorities based upon critical needs or areas needing improvement for the following:

(I) Vocational education, including (a) an analysis of Manpower Supply and Demand Data (b) ... etc.

04-13-76

D.O.T. CODE	D. O. T. TITLE	DOT INDUSTRY DESIG. TITLE	GED T	GED R	GED M	GED L	GED S	PHYSICAL DEMANDS	WORKING CONDTNS	WTG PG#	WTG LNE#	CENSUS CODE
	USDE CODE 01.01 AGRICULTURAL PRODUCTION											
180.118-010	FIELD CONTRACTOR	ANY IND	4	4	3	4	7	L1 5	8	239	142	203
180.169-026	CREW LEADER	AGRIC	4	4	3	3	7	L1 3456	0	245	467	821
180.168-034	MIGRANT LEADER I	AGRIC	4	4	3	4	7	L1 3456	0	245	164	245
	MIGRANT LEADER II	AGRIC	4	4	3	4	7	L1 3456	0	245	467	821
421.181-010	FARMER GENERAL	AGRIC	4	4	3	3	7	M 56	0	411	464	801
421.883-010	FARM HAND GENERAL I	AGRIC	3	3	2	1	5	M 34 6	0 567	444	468	822
	FARM HAND GENERAL II	AGRIC	3	3	2	1	5	M 34 6	0 567	444	469	823
421.884-010	CARETAKER FARM	AGRIC	3	3	2	1	4	M234	0	322	468	822
429.131-010	FARM SUPERVISOR	AGRIC	4	4	2	3	7	L1 45	0	299	467	821
	USDE CODE 01.0101 ANIMAL SCIENCE											
153.228-026	HORSE TRAINER I	AMUSE & REC	3	3	1	3	6	L1 6	0	351	109	180
411.181-010	FARMER DAIRY	AGRIC	4	4	3	3	7	H23456	0 67	411	464	801
411.181-014	CATTLE HERDER, DAIRY	AGRIC	4	4	3	3	7	H23456	B 67	411	465	802
411.884-010	FARM HAND DAIRY I	AGRIC	3	3	2	1	5	H 4	B	322	468	822
411.884-014	FARM HAND DAIRY II	AGRIC	2	2	1	1	4	H234	0 67	322	468	822
411.885-010	MILKING-MACHINE OPERATOR	AGRIC	2	2	1	1	2	L1 4	I	447	467	821
412.181-014	POULTRY BREEDER	AGRIC	4	4	3	3	7	L 4	I	411	464	801
412.181-018	CHICKEN FARMER, EGG	AGRIC	4	4	3	3	7	M 4	I 5	411	464	801
412.181-022	CHICKEN FARMER, MEAT	AGRIC	4	4	3	3	7	M 4	I 5	411	464	801
412.884-014	FARM HAND POULTRY	AGRIC	3	3	2	1	3	M 34	I 5 7	322	468	822
412.887-014	LABORER HATCHERY	AGRIC	2	2	1	1	2	M234	I	360	461	790
413.131-010	SUPERVISOR, STOCK RANCH	AGRIC	4	4	3	3	7	V23456	B 567	299	467	821
413.138-010	CAMP TENDER	AGRIC	3	3	2	3	6	L1	0	305	468	822
413.181-010	CATTLE RANCHER	AGRIC	4	4	3	3	7	V23456	B 567	411	464	801
413.181-014	GOAT KEEPER	AGRIC	3	3	2	2	7	L 4	B	411	464	801
413.181-018	HERDER, SWINE	AGRIC	4	4	3	2	6	H 4	B	411	464	801
413.181-022	HORSE BREEDER	AGRIC	5	5	3	5	7	M 4 6	0	411	465	802
413.181-026	SHEEP RANCHER	AGRIC	4	4	3	3	7	L1	B	411	464	801
413.884-018	FARM HAND LIVESTOCK	AGRIC	3	3	1	1	4	H 34	B 67	322	468	822
413.884-030	RANCH HAND	AGRIC	3	3	1	1	5	M234	0	322	468	822
419.131-010	BARN BOSS	ANY IND	4	4	3	3	7	L 56	I 7	299	467	821
419.161-010	ANIMAL BREEDER	AGRIC	4	4	3	3	6	L1 4	B	411	464	801
419.161-014	BEEKEEPER	AGRIC	4	4	3	3	7	H 34	0 6	411	464	801
	USDE CODE 01.0102 PLANT SCIENCE											
180.168-018	FIELD SUPERVISOR SEED PRODUCTION	AGRIC	5	5	4	3	6	L1	B	245	465	802
180.168-030	MANAGER PRODUCTION SEED CORN	AGRIC	5	5	4	5	7	L1	B	245	164	245
180.168-038	SUPERINTENDENT	AGRIC CAN &	4	4	3	3	7	L1	B	245	164	245
180.168-042	SUPERINTENDENT PRODUCTION	AGRIC	4	4	3	3	7	L1	I	245	467	821
401.137-010	DETASSELING-CREW SUPERVISOR	AGRIC	3	3	2	2	7	L1 4	0	299	467	821
401.138-010	AREA SUPERVISOR	AGRIC	4	4	3	3	6	L1 45	0	305	467	821
401.181-010	FARMER CASH GRAIN	AGRIC	4	4	3	2	7	H 4	D 5	411	464	801
401.884-010	FARM HAND GRAIN I	AGRIC	3	3	1	1	5	H234	0	322	468	822
402.181-010	COTTON GRADER	AGRIC	4	4	3	3	7	M 56	0	411	464	801
402.883-010	FARM HAND COTTON I	AGRIC	3	3	1	1	5	M 34 6	0 5	444	468	822

04-13-78

D.O.T. CODE	D.O.T. TITLE	DOT INDUSTRY DESIG.	INDUSTRY TITLE	GED T	GED R	GED M	GED LI	GED S	GED V	PHYSICAL DEMANDS	WORKING CONDTNS	WTG PG#	WTG LINE#	CENSUS CODE
	USDE CODE 01.0102 PLANT SCIENCE													
403.137-010	ROW BOSS THINNING	AGRIC		3	3	2	2	7	LI		0		299	467	821
403.181-010	VEGETABLE GROWER	AGRIC		4	4	3	2	7	M	56	0		411	464	801
403.883-010	FARM HAND VEGETABLE I	AGRIC		3	3	1	1	5	M	34 6	0	5 7	444	468	822
403.886-010	SEED CUTTER	AGRIC		1	1	1	1	1	M	4	8		356	468	822
404.131-010	FRUIT-FARM SUPERVISOR	AGRIC		4	4	2	2	6	H	23456	0	4567	299	467	821
404.137-010	GROVE SUPERVISOR	AGRIC		4	4	2	3	7	L	34 6	8		299	467	821
404.181-010	BERRY GROWER	AGRIC		4	4	3	2	7	H	23456	0	4567	411	464	801
404.181-014	GRAPE GROWER	AGRIC		4	4	3	2	7	LI	4	0		411	464	801
404.181-018	ORCHARDIST	AGRIC		4	4	3	2	7	H	23456	0	4567	411	464	801
404.883-010	CRANBERRY PICKER MACHINE	AGRIC		2	2	1	1	3	H	3456	02	456	444	468	822
404.883-014	FARM HAND CITRUS FRUIT I	AGRIC		3	3	1	1	4	M	234 6	0		444	468	822
404.883-018	FARM HAND FRUIT I	AGRIC		3	3	1	1	5	LI	34	0		444	468	822
404.883-022	FRUIT-HARVESTER OPERATOR	AGRIC		2	2	1	1	4	M	2 4 6	0	6	444	468	822
404.883-026	SHAKING-MACHINE OPERATOR	AGRIC		3	3	1	1	3	L	4 6	0	5	444	468	822
404.887-010	FARM HAND BERRY	AGRIC		2	2	1	1	2	M	4	0		360	468	822
404.887-018	FARM HAND FRUIT II	AGRIC		2	2	1	1	2	M	4	0		360	468	822
405.181-010	DRUG GROWER	AGRIC		4	4	3	3	7	L	23456	0	67	411	464	801
405.181-014	HAY FARMER	AGRIC		4	4	3	3	7	L	56	8		411	464	801
405.181-018	HOP GROWER	AGRIC		4	4	3	2	7	H	234 6	0	4567	411	464	801
405.181-022	PEANUT FARMER	AGRIC		4	4	2	2	7	M	345	0	5	411	464	801
405.181-026	SUGARCANE PLANTER	AGRIC		4	4	3	2	7	LI	4	0		411	467	821
405.181-030	TOBACCO GROWER	AGRIC		4	4	3	2	7	M	4 6	0		411	467	821
405.885-010	PEANUT-PICKER OPERATOR	AGRIC		2	2	1	1	2	H	4	0	5 7	447	468	822
405.887-010	FARM HAND HOPS	AGRIC		3	3	1	1	1	H	234	8		360	468	822
405.887-014	FARM HAND TOBACCO	AGRIC		3	3	1	1	2	H	34	0		360	468	822
405.887-018	HARVEST HAND BROOMCORN	AGRIC		2	2	1	1	2	M	34	0	7	360	468	822
405.887-022	HARVEST HAND PEANUT	AGRIC		1	1	1	1	1	M	34	0	7	360	468	822
405.887-026	HARVEST HAND SUGARCANE	AGRIC		1	1	1	1	2	M		0		360	468	822
406.131-014	MUSHROOM GROWER	AGRIC		4	4	3	2	7	LI	4	I	4	411	464	801
406.181-018	SEED GROWER	AGRIC		4	4	3	2	7	M	4	8		411	464	801
409.137-010	PICKING-CREW CHIEF	AGRIC		4	4	2	3	7	LI	56	0		299	467	821
429.885-010	LABORER SEED CORN	AGRIC		2	2	1	1	2	M	4	8		447	468	822
455.887-018	LABORER ORCHARD FUMIGATION	AGRIC		2	2	2	1	2	M		0		360	468	822
	USDE CODE 01.0104 FARM BUSINESS MANAGEMENT													
180.168-022	GENERAL MANAGER FARM	AGRIC WHOLE		4	4	4	4	8	S	5	8		245	465	802
609.168-010	MANAGER FARM	AGRIC		4	4	3	3	7	LI	5	8		245	465	802
409.181-010	FARMER TENANT	AGRIC		4	4	3	2	6	M	34	0		411	464	801
	USDE CODE 01.02 AGRICULTURAL SUPPLIES/SERVICES													
049.364-010	BIOLOGICAL AID	AGRIC		3	3	3	3	4	M		8		413	29	150
095.128-014	COUNTY-AGRICULTURAL AGENT	GOV SER		5	5	3	5	7	L	5	8		337	126	024
180.168-014	ARTIFICIAL-BREEDING DISTRIBUTOR	AGRIC		5	5	3	5	7	LI	3456	8	7	245	164	245
187.168-018	DIRECTOR AGRICULTURAL LABOR CAMP	PROFESS & KI		4	4	2	3	6	LI	5	8		245	465	802
421.364-010	AGRICULTURAL AID	AGRIC		3	3	2	1	4	H	34	8		413	468	822
459.158-010	HARVEST CONTRACTOR	AGRIC		4	4	3	3	7	L	345	0	67	484	470	824

CALIFORNIA MANPOWER MANAGEMENT INFORMATION SYSTEM

STATUS REPORT

December, 1975

THE CALIFORNIA MANPOWER MANAGEMENT INFORMATION SYSTEM

Since 1917, vocational education has been a combined federal, state, and local responsibility. The complexities of delivering a comprehensive viable vocational education program to students over this time period has been compounded by a myriad of technological, social, and educational changes. One highly significant change factor is the recent spectatular growth of student enrollments in adult schools, community colleges, and regional occupational centers and programs. When this rapid growth, of not only student enrollments, but also instructions, is considered along with changes in the labor market and community population characteristics, it becomes understandable why a system for managing the multitude of data which these changes generate is necessary.

Legislators, both at the federal and state level, have recognized the need and have directed state and local vocational education practitioners to develop comprehensive one-to-five-year plans. These plans are to be based on current and projected manpower demand and supply information. The recently enacted State Assembly Bill 1821 (Montoya) further specifies (Ed Code 6268.11) that a manpower management information system should be utilized in the development of such plans.

A manpower management information system is currently under development. The system is being designed to accommodate the needs of local, regional, and state personnel. The emphasis of the system design is planning oriented with a future-time perspective of one to five years. The system, officially

entitled California Manpower Management Information System (CMMIS), is a cooperative inter-agency project principally involving the Chancellor's Office of the California Community Colleges, State Department of Education, and the State Employment Development Department.

The development of the CMMIS dates back to 1971 when the governor formed a Joint Occupational Preparation Task Force (JOPTF) composed of representatives from various governmental entities. One of JOPTF's first tasks was to review a number or research projects, each concerned with determining labor market trends. Resulting from this activity, was the establishing of a priority of FY 1973-74 to design a conceptual model for the Manpower Management Information System. To do this work, along with other assignments, JOPTF commissioned a group of people to serve in an ad hoc advisory capacity. This group, named the Southern California Operations Group, designed the conceptual model, prepared a short- and long-range work plan for its development, and initiated work on many of the component parts of the conceptual model.

The following schematic design details the conceptual components and elements of the system. Basically, the model is divided into three major components: (A) manpower demand, (B) manpower supply, and (C) socio-economic factors. The data, to be contained in each of these three "files," are relevant to state, regional, and local administrative functions. The indicated data are necessary for deciding the basic functions of planning, evaluating, organizing, controlling, and executing. Eventually the system will provide a means to correlate labor market demand and

CALIFORNIA MANPOWER MANAGEMENT INFORMATION SYSTEM
A SCHEMATIC DIAGRAM

-A-
MANPOWER DEMAND COMPONENT

1.0 Local Occupational Demand
1.1 Current
1.2 Projected (1975-1980)
1.3 By SMSA
1.4 By County

2.0 Local Industry Demand
2.1 Current
2.2 Projected (1975-1980)
2.3 By SMSA
2.4 By County

3.0 Hiring Standards
3.1 Technical Competencies
3.2 Skill Level
3.3 Attitudinal Requirements

4.0 Specialized Information on Occupational and Industrial Demand
4.1 Local Characteristics
4.2 Detailed Industry Profiles

-B-
MANPOWER SUPPLY COMPONENT

1.0 Local Educational Supply
1.1 Public Secondary Schools
1.2 Public Junior Colleges
1.3 Public Adult Schools
1.4 Public Regional Occupational Programs and Centers
1.5 Public Colleges and Universities
1.6 Private Secondary Schools
1.7 Private Vocational Schools
1.8 Private Colleges and Universities
1.9 By SMSA
1.10 By County
1.11 By School District

2.0 Local Apprenticeship Training Programs Supply

3.0 Local Employer Training Programs Supply

4.0 Local Military Returnees Supply

5.0 Local Supply Resulting from Unemployment

6.0 Adjustments to Local Supply
6.1 Labor Force Migration
6.2 Labor Force Re-entrants
6.3 Occupational Transfers

-C-
SOCIO-ECONOMIC FACTORS COMPONENT

1.0 Demographic Information
1.1 Population Characteristics
1.11 Age Groups
1.12 Sex Distribution
1.13 Racial/Ethnic Backgrounds
1.14 Fertility Patterns
1.15 Educational Backgrounds
1.16 Occupational Backgrounds
1.17 Income Groupings
1.2 Mobility Patterns
1.3 Current
1.4 Projected (1975-1980)
1.5 By SMSA
1.6 By County

2.0 Economic Needs Analysis
2.1 Impact Analysis on Technological Trends, Scientific Discoveries, Changing Economic Patterns
2.2 By Nation
2.3 By State
2.4 By SMSA
2.5 By County

3.0 Student Interests and Occupational Preferences
3.1 Student Follow-up Surveys

SYSTEM MAINTENANCE

INFORMATION DISSEMINATION

VCSS/DOE-75

educational supply information with pertinent demographic data to enable state, regional, and local agencies to fill their legal responsibilities and administrative functions.

Various elements within each of the major components have already been developed and disseminated to the practitioners in the "field." For example; 1.0 Local Occupational Demand and 2.0 Local Industry Demand of the Component A Manpower Demand Component have been prepared and published by the California Employment Development Department (EDD). These Publications are in the form of Industry-Occupational projections for the major Standard Metropolitan Statistical Areas (SMSA) of the state. A State Industrial-Occupational projection was also published. The initial publications are for the 1972-75 time period. Current 1975-1980 publications are presently being prepared by EDD and will be available for distribution during December of 1975 and January 1976.

Although significant progress has been made during the last two years, there still exists several developmental activities which must be completed before the total system can be viable. Because of the growing urgency, complexity, and magnitude of the remaining work to be completed, an administrative unit has been added during this fiscal year. This was made possible through a combined staff-initiated (Chancellor's Office and State Department of Education) VEA Part C project proposal. The proposal was approved by the Joint Committee for Vocational Education during its July 1975 meeting. On October 15, 1975, the Ventura County Superintendent of Schools Office was designated to administer the project.

The Project, titled "Maintenance and Development of the California Manpower Management Information System," is concerned with completing the developmental work on 1.0 Local Educational Supply (1.1 through 1.4; please see Table 1 Schematic Diagram), the dissemination of information to the local practitioners, and other work to be identified by the CMMIS management team project staff and various advisory committees.

Another unique feature of CMMIS is the formation of a three-agency management team composed of a representative from each of the aforementioned state agencies. This team is to form several advisory committees to assist in setting developmental priorities, assume internal evaluation responsibilities for the system, and serve as liaisons in matters pertaining specifically to their representative agencies. (Please see CMMIS Organization Chart.)

It is expected that as a result of the 1975-76 activities, the CMMIS will become a useful and on-going system which will significantly contribute to the resolution of the needs of the vocational education and manpower planner.